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times, as well as those of Greece and Rome, and at his high poetic gift which could fuse into a stately and beautiful whole what he had gathered from so many sources. Professor Woodberry has lately said of Gray that his work reminds him "most often of the minor craftsmanship of the Greek artisans who made of common clay for common use the images and funeral urns; such seems to me," he says, "to be the material of the poems, but in form how perfect they are, both for grace and dignity". The figure seems to me not to fit the art of Gray, who worked not with humble material, but with the splendid phrases of his great predecessors. That with this method he avoids being ornate and overlaid is a marvel due to the exquisite refinement of his poetic nature. "I love a little finery", Gray said on the occasion of finding the jonquils and jessamine-powdered wig of a certain Lord too fine even for him. But his own poetic splendors are not spoiled by the fineries of literature fashionable in his century. His *curiosa felicitas* of taste and phrase has saved him in that path of imitation of the world-great poets, where so many have failed. Professor Woodberry has lately called him a minor poet. That is not the rank to give the author of the Elegy, whose "divine truisms" express for learned and unlearned alike the great and inevitable thought of life. It is not the rank for the poet of whom his severe critic the poet Swinburne has said "As an elegiac poet, Gray holds for all ages to come his unassailable and sovereign position".

I have called him Vergilian. He chose Vergil's great line so often quoted

*Sunt lacrimae rerum et mentem mortalia tangunt.*

for the motto of his Elegy. A study of his Latin verses shows how deeply he is imbued with Vergil and how this exercise of Latin verse-writing has formed the English style of an English poet. Vergil and Gray are alike in the delicate sensitiveness of their natures, their power to adapt and make their own the high thoughts and noble phrases of past generations, and in their tender melancholy. They are poets of a distinguished and rare order, possible only in ages of great cultivation, but not robbed of their great poetic gift by the artificiality and erudition of their age. Sententious and epigrammatic like his contemporaries, Gray is yet lifted far above the brilliancy and wit of his time, which he also shared, by the "pietas" of his nature, which is so akin to that of Vergil.

VASSAR COLLEGE.

GRACE HARRIET MACURDY.

### MEETINGS

The eleventh season of The New York Latin Club successfully opened on November nineteenth with a luncheon at The Gregorian. The accommodations there provided were more satisfactory than those

which the Club has enjoyed elsewhere. The attendance of about seventy members at this initial meeting of the year augurs well for the Club's continued prosperity.

At the close of the luncheon, the President, Mr. E. W. Harter of Erasmus Hall High School, happily introduced the guest of honor and speaker of the occasion, Dr. Herbert Weir Smyth, Eliot Professor of Greek in Harvard University, who spoke on the theme, *Graecia Capta*. He emphasized the fact that not only should there be no hostility between the friends of Greek studies and of Roman studies but that they should make common cause, since the two fields of literature are contiguous and complementary. The teacher of one should be versed in both, and study in one demands constant reading in the other. Latin literature can not be appreciated aright without knowledge of the Greek sources of inspiration, nor can the influence of Greek masterpieces be estimated without familiarity with their Latin counterparts. The one which is subsequent to the other supplements and continues it in open admiration and without rivalry. Captive Greece led captive her conquerors, and the Roman military masters of the world did not chafe against the intellectual supremacy of Hellenic culture.

There have been but two great driving engines of the world's thought—the Hebraic and the Hellenic minds. Rome's service to humanity may be likened to that of a converter or transmitter which receives and distributes to countless other recipients the power which the engines have generated. The address throughout was illuminated by examples drawn from classical writers of prose and verse, but especial heed was given to Vergil and his great indebtedness to the Greek poets.

One aspect of the address was particularly interesting to a Latinist, the fact that, though Professor Smyth inevitably laid stress on the indebtedness of the Roman writers, both in prose and verse, to their Greek predecessors, he also, to a degree as refreshing as it was astonishing in an address of a Hellenist, emphasized the *independence* and originality of the Latin authors, especially Vergil. Nor did he content himself here with merely general remarks; he indicated specifically, with most illuminating comments, matters wherein, to his mind, that originality consisted. Indeed, one of the most striking things said by him was that the *independence* of the Latin authors is best intelligible to him who knows the Greek authors best.

ANNA P. MACVAY, Censor.

The Washington Classical Club held the first meeting of the year on Saturday, November fifth, at The Friends' School, the home of Mr. Sidwell, the President of the Club. The following officers were elected: President, Professor Mitchell Carroll; Vice-Presidents, Rev. Henry J. Shandelle, S. J., Professor George I. Raymond, Father Maguire, Miss H. May Johnson; Secretary-Treasurer, Miss M. Elsie Turner; four additional members of the Executive Committee, Mr. Thomas W. Sidwell, Professor Charles S. Smith, Mr. E. T. Gregg, Miss Mildred Dean. Four new members were admitted to the Club.

Professor Mitchell Carroll gave a very interesting address, illustrated with the stereopticon, on The Activities of the American Schools in Athens and Rome. He appealed especially to teachers in secondary schools urging them to use the art of the ancients as a means of approach to their languages.

The meeting of the Classical section of The New York High School Teachers' Association, on October 22, was one of the most valuable that organization has held in a long time. The topic was The New Syllabus for Latin in the New York City High Schools, and the discussion, planned by Dr. Max Radin of the Newtown High School, was so timely that it seems worthy of record in permanent form. A brief outline of the addresses of the principal speakers is here given.

Mr. Bice of the DeWitt Clinton High School:

The most important features of the new syllabus are the definition of the requirement in syntax and prose composition for each year of the course, and the latitude allowed for the sight work and the material to be used in connection with this. These two features do away with a difficulty which has always beset the work; the uncertainty of the boundary line for each year, and the impossibility under the old requirement of suiting the work to the varying needs of different sections.

That which will require the most thought probably on the part of the teacher will be the teaching of the sight reading. The pupil must be guarded from forming the habit of attacking the new sentence carelessly. Guesswork should be avoided; only legitimate inference should be allowed from the close observation of the stem, ending, and position of the word. It is here that the knowledge of forms, vocabulary, and syntax will show most plainly, and where drill on these may be given. Careful attention to the prescribed vocabulary is an essential here.

This new syllabus brings the State requirement, the college entrance requirement, and the city requirement into harmony. The State examinations and those of the C. E. E. B. next June will, from the announcement, cover essentially the same ground, with about the same emphasis in both on sight work. This uniformity of change proves the wide-spread feeling of its need, and the quickness with which it has been brought about is not the least remarkable feature of the whole movement. It heralds a most important change in the teaching of Latin.

Miss Johnson of the Richmond Hill High School:

The heavy time-demands and indefinite results of the Latin course have been a source of great dissatisfaction to both teachers and pupils, especially when compared with the time-demands and the results in other subjects. The new syllabus indicates a most gratifying effort to remedy this condition. However, there is still too much to do—there are too many topics to be covered properly. Is much oral work in a dead language desirable? A large part of our time, especially at the beginning, must be spent in teaching English grammar.

Latin teaching has not kept pace with the times: we shall be crowded out if we simply pose under the halo of classicism, wrapping ourselves in the toga of superiority. Latin is too practical and valuable to be lost, but we must fit Latin to the child, not the child to Latin. The study is not an end, but a means, and a most indispensable one. Our emphasis should be on forms the first year, the logic in Latin the second, rhetoric and synonyms the third, development of the sense of beauty in the fourth. Above all we must meet the present needs: it is a burning shame that we cannot feel that our training school candidates are henceforth to have the sure foundation of Latin for their work in English.

Mr. Cutler of the Morris High School:

The new syllabus, while requiring sufficient drill

work to secure the necessary accuracy of scholarship, provides for some extensive work, and trains for culture and power. I rather object to the prominence of sight translation for two practical reasons. A class exercise (oral) in sight translation compels all pupils to keep the pace of the one actually reciting. There should be independent work outside of class to supplement this. It is difficult to set an examination in sight translation that shall be fair to the pupil. I think part of the required Latin should be read intensively—a part rapidly and with less rigid requirements in syntax.

Mr. Jenks of the Flushing High School explained the plan on which the new word-list has been made: it is practically Professor Lodge's 2000 words, with the 1000 which occur ten times or more in high school Caesar and Cicero selected as a basis for composition. He also mentioned his experiment in teaching Caesar by the group system, and was well pleased with the results obtained by the few pupils whom he prepared in three terms for the two years' test.

The general discussion was spirited, but the attendance was very small: at the next meeting, when we shall probably discuss the practical working of the syllabus, we hope for a much larger representation from every high school in the city where Latin is taught.

EDWARD C. CHICKERING, Chairman.

As pertinent to the discussions of Horace's attitude toward nature which have appeared in THE CLASSICAL WEEKLY I append a quotation from a review of a book entitled Francesco Petrarca: Poet and Humanist, by Maud F. Jerrold (E. P. Dutton and Co. The review appeared in The Evening Post, March 19, 1910):

Love of nature, as of all things else, can be of many kinds. There is the love of the artist, who seizes an effect and constructs a picture; there is intellectual love which is impressed by brightness, or sombreness, or savageness, by mystery or simplicity, according to the cast of mind; there is the love of association which marks out certain scenes and places from all others, not because of what they are, but for what they suggest and embody; and then there is the spontaneous love of nature for her own self, the only love which is entirely worthy of the name, which is all-embracing, which does not look for sympathy, but imparts it, which does not ask to be understood, but understands. None of these loves was foreign to the soul of Petrarca, but the last was preëminently his, and in this he was a pioneer.

C. K.

#### THE MAU MEMORIAL.

A movement is on foot to erect as a memorial to Professor August Mau, who died on March 6, 1909, a bust of the great archaeologist in the place where generations of scholars of all nations have learned how, under the magic of his word, the ruins became eloquent witnesses to the history of man. It is desired that America should have some part in this memorial, and contributions for it may be sent to Professor Francis W. Kelsey, University Library Ann Arbor, Mich.